



Learn to Read

Kindergarten

Level 1 Workbook

The Kindergarten Level 1 Workbook includes:

- a review of letter names and letter sounds
- the **a** and **i** vowel sounds used in short words
- commonly used “helper words”
- practice pages for review before reading words in context
- illustrated stories with words learned in each lesson
- parent tips to help you instruct and guide your child

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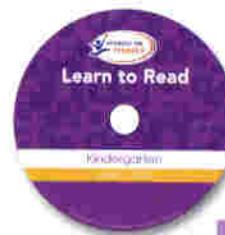
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Lesson Overview

Welcome to the **Hooked on Phonics® Learn to Read** Kindergarten Level 1 Workbook, your guide through all the lessons in this level. Follow the easy step-by-step instructions to get your child started on the adventure of learning to read. Every lesson follows the same approach: Learn, Practice, Read.

Learn

Learn to read new words by watching the lesson on the DVD and then reading the new words in the workbook.



Practice

Then practice reading the new sound combinations and words in the workbook.

A worksheet titled 'Lesson 1: at' featuring a purple border. It includes a large red apple and a small brown turtle illustration. Below the illustrations are the words 'a', 't', and 'at'. A yellow arrow points from 'at' to the word 'bat'. Another yellow arrow points from 'cat' to the word 'cat'. To the right, there are three rows of words for tracing: 'sat pat rat cat at hat bat fat', 'mat fat Pat sat cat rat at hat', and 'bat pat at cat hat fat rat mat'. Each row has a yellow circle containing a number (1, 2, or 3) to its left.

Read

Now you're ready to read. Each lesson ends with a story in the workbook or a storybook. Every story and book is composed of words that your child has learned to read so far in the program.

Celebrate

As you know, reading is a big deal. Celebrate each time your child reads a story or book, by placing a sticker in the workbook. This also provides a helpful marker to remember where to begin next time.



Tips for Success

- **Set a good pace.** Work at a pace that's right for your child, whether it's once a week or four times a week.
- **Don't overdo it.** Fit the lessons into your child's attention span, generally between 20 and 30 minutes.
- **Master each lesson before moving on.** New lessons build on previous ones, so make sure your child has mastered the current lesson before moving forward.
- **Talk about the books and stories.** Engaging your child in a conversation about what he's reading helps stimulate his thinking and comprehension.
- **Read to your child every day.** The more you share the love of reading with your child, the more your child will want to read.

Throughout this workbook, you'll see parent tips in the purple bar along the bottom of the page. These tips are designed to help you answer questions your child might have about things that are new to him, and can give you ideas on how to extend the learning at home and on the go.

Here's a tip: For more information and activities, visit my.hookedonphonics.com.

Alphabet and Letter Sound Review

Kindergarten Level 1 shows your child how letter sounds blend together to make words. Your child is ready for this step if she knows all the letter names and letter sounds. Review the letters with your child. Have her name each letter and the sound that the letter makes. If she can do this easily, she's ready to begin Kindergarten Level 1.

Aa 

Bb 

Cc 

Dd 

Ee 

Ff 

Gg 

Hh 

Ii 

Jj 

Kk 

Ll 

Mm 

Nn 

Oo 

Pp 

Qq 

Rr 

Ss 

Tt 

Uu 

Vv 

Ww 

Xx 

Yy 

Zz 

For additional review, watch Letter Names and Sounds
in the Extras menu of the DVD.

To begin this unit, watch the Unit 1 introduction on the Level 1 DVD. This will walk you and your child through the sounds and words that he will be learning in this unit.

Lesson 1:



a



t

at

Lesson 2:



a



n

an

Lesson 3:



a

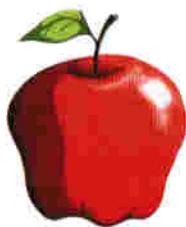


p

ap

Watching the Unit 1 introduction may be all you want to do on the first day. Judge your child's attention span to see if he's ready to start the first lesson immediately or if you should wait until another day.

Start this lesson by watching Lesson 1 on the DVD, then return to this page. Have your child use his finger as a guide, working from left to right, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



a

t

at

→ at sat mat rat bat

→ cat pat fat hat Pat

If your child hesitates on a word, gently say the word out loud and have him repeat after you. He's ready to begin practicing when he can read this page with little hesitation.

Starting at each number, have your child read the words going across from left to right.

1

sat pat rat cat at hat bat fat

2

mat fat Pat sat cat rat at hat

3

bat pat at cat hat fat rat mat

See the word *Pat*? Mention that the uppercase *P* shows that *Pat* is a person's name.

Read

Hat

Now it's time to begin reading! Have your child read this story all by himself.

1



Hat.

2



Cat.

3



Pat cat.

4



Cat sat.

This may be the first time your child sees punctuation. Explain that periods are like a stop sign at the end of a sentence. Exclamation points mean that you read something with strong feeling.



5



Rat.

6



Pat rat.

7



Rat sat.

8



Rat cat hat!

"Hat" is also available as Shared Reading in the Extras menu of the DVD.

Watch Lesson 2 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.

**a****n****an**

→ an man fan Jan can Dan

→ pan ran tan van Ann

Explain to your child that, when she sees two of the same consonants side by side (like the two *n*'s in *Ann*), they sound the same as when there is only one.

Starting at each number, have your child read the words going across from left to right.

1

fan van Ann pan can ran Jan an

2

man Dan tan an fan van can ran

3

at pat sat hat cat fat mat bat

Read

Dan Ran

1



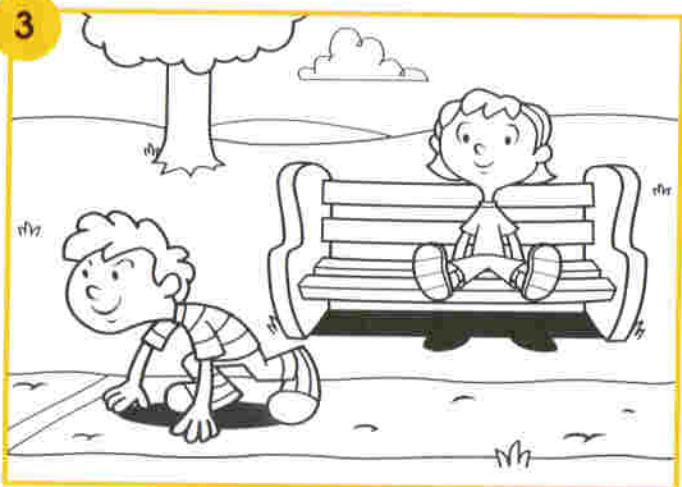
Dan.

2



Jan.

3



Jan sat.

4



Dan ran.

Point out the question marks in this story. Say the sentences out loud as if a period is at the end, and then with the question mark, so your child can hear the difference.

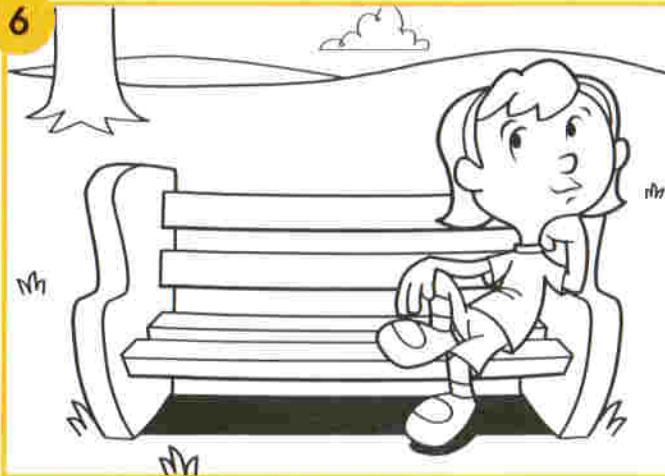


5



Dan ran, ran, ran.

6



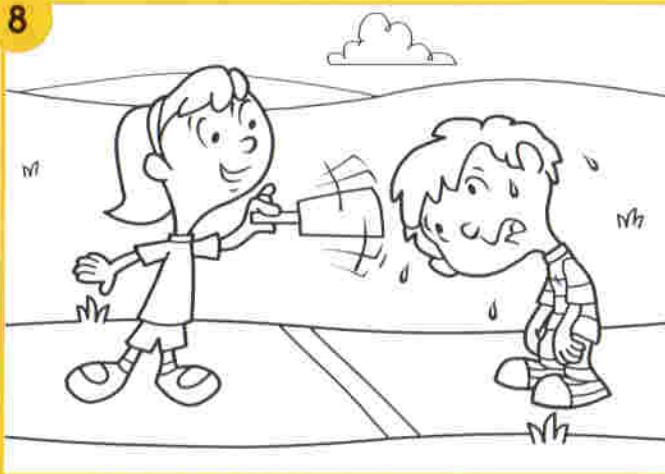
Jan sat.

7



Jan?

8



Fan, Dan?

Watch Lesson 3 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



a

p

ap

→ nap map sap rap cap

→ gap lap tap zap

Helper Words

Learn

“Helper words” are commonly used words that either can’t be sounded out or have sounds your child is not yet ready to learn. These words are learned through repetition. You’ve already seen them in Lesson 3 on the DVD. Now repeat them with your child. Have him point to and read each word five times, or until he reads them easily.



he



a

Explain to your child that *a* is not only a letter and sound, but also a word you can use to refer to something. When it’s a word, it sounds different than the letter and its sound.

Practice

Starting at each number, have your child read the words going across from left to right.

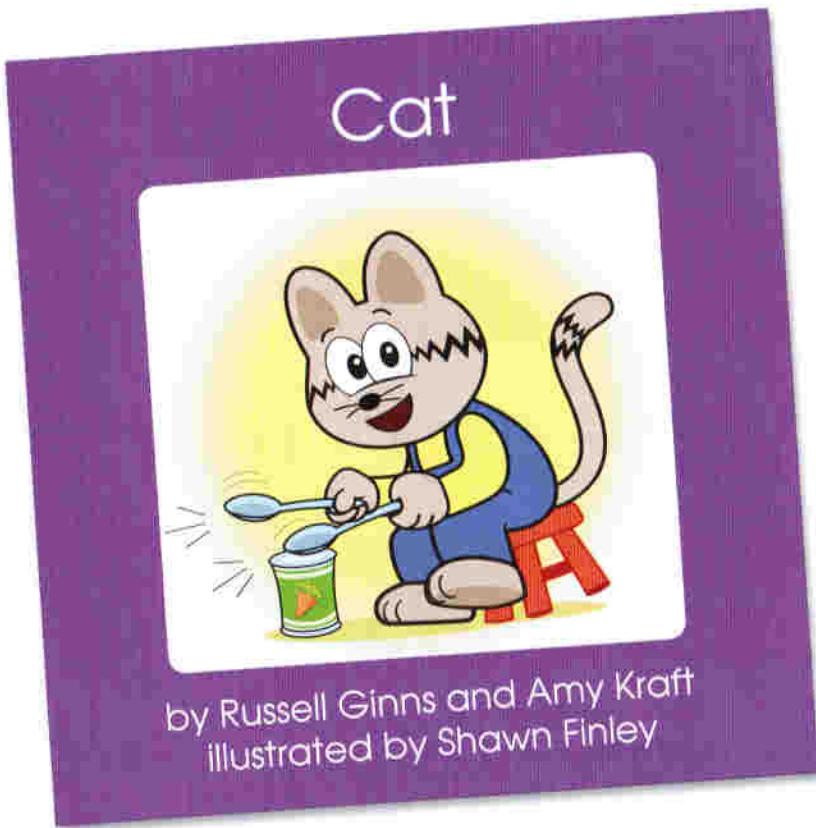
1 tap lap he rap a nap cap map

2 sap a zap gap pan sat he fan

3 Dan hat map tan mat nap Pat can



Your child is ready for his first book, *Cat*. Before reading, have him look at the cover and read the title. Ask him what he thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who is this book about?
- What can Cat do?
- Why does Cat take a nap at the end of the book?
- What can you tap to make music?

Your child reading his first book is cause for a celebration! Put a sticker up in the corner, but don't stop there. Have him read his first book to friends and family members to show off his new reading skills.

Have your child place his finger on the arrow. As he follows the path with his finger, have him read each word he encounters until he reaches the star.

→ map pan bat he at can hat

Ann

zap sat man a fat gap nap

cat

rap ran pat lap fan rat



As your child reads these words, note any trouble spots. If he has difficulty with words with the same ending sounds, it's a good idea to repeat that lesson before moving forward.

To begin this unit, watch the Unit 2 introduction on the DVD. This will walk you and your child through the sounds and words that she will be learning in this unit.

Lesson 4:



a



d

ad

Lesson 5:



a



m

am

Lesson 6:



a



g

ag

While you're watching the DVD, you can also
watch the Unit 1 introduction as a review.

Watch Lesson 4 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



a



d

ad

→ sad mad add bad dad

→ had fad pad

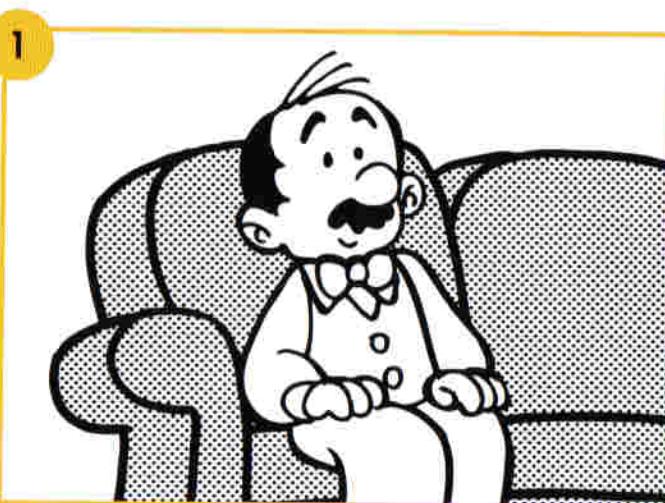
Starting at each number, have your child read the words going across from left to right.

1 had bad add pad mad fad sad dad

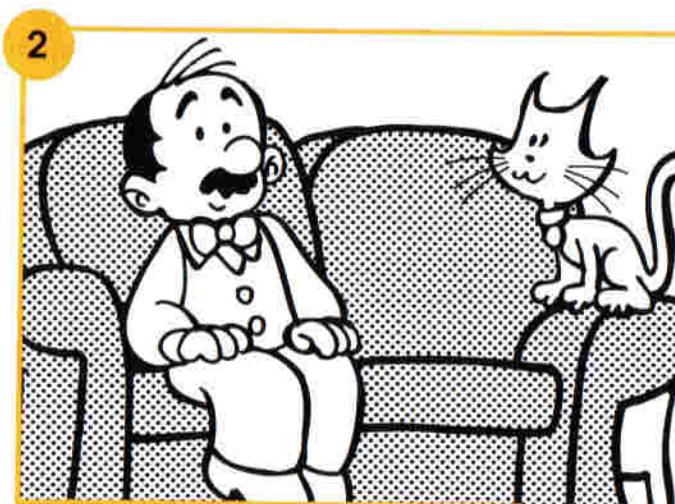
2 rap pan dad bat an add nap had

3 mat ran lap fad he pad bad map

Dad Had a Cat



Dad.



Dad had a cat.



Dad had a cap.



Bad cat!



5



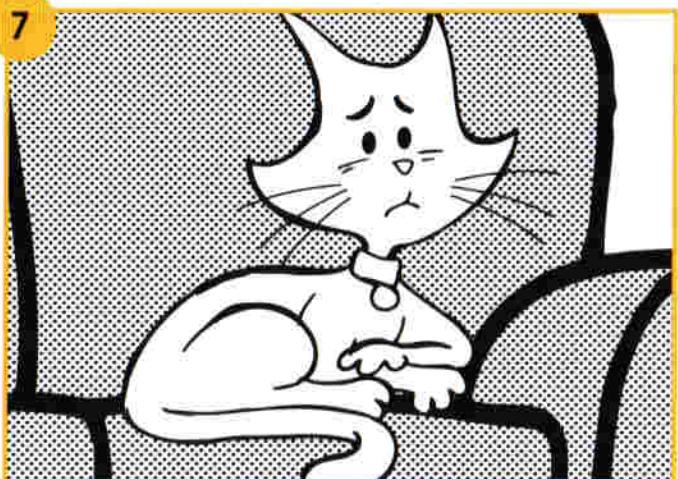
Dad had a map.

6



Bad, bad cat!

7



Sad cat.

8



Dad can pat cat.

Watch Lesson 5 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.

**a****m****am**

→ am ham bam dam jam

→ ram Sam yam Pam

Starting at each number, have your child read the words going across from left to right.

1

jam Sam bam am ram yam Pam dam

2

ham mad zap sad at tan jam man

3

can yam Ann am pat gap ram sat

1



Pam. Sam.

2



Jam, Pam?

3



Jam, jam, jam!

4



Add a can?

This story is loaded with question marks and exclamation points. If your child isn't reading these sentences correctly, remind him what this punctuation means.



5



A can!

6



Add a ham?

7



A ham!

8



Bam, bam, bam!

Watch Lesson 6 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



a



g

ag

→ tag sag bag rag wag

→ nag gag lag

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have her read the word written on that color.

the

no

and

Play a word hunt to reinforce helper words. Open up some other books and have your child hunt for these helper words, reading each word as she finds it.

Practice

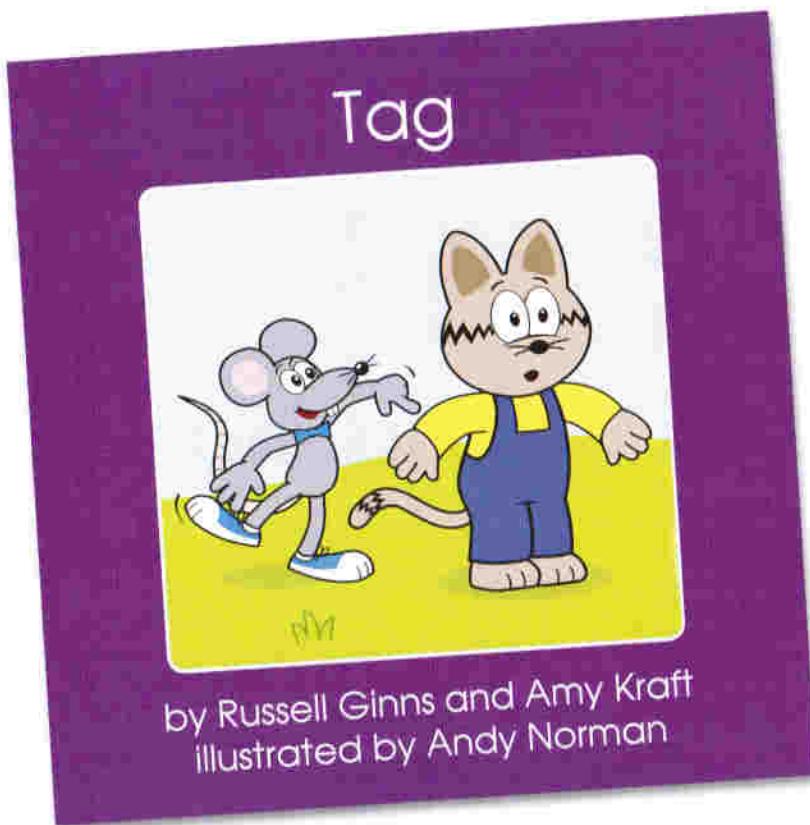
Starting at each number, have your child read the words going across from left to right.

1 wag no bag lag and nag the gag

2 sag tag rag no bam had wag and

3 the Sam cap nag ram bag hat tag

Your child is ready for her next book, *Tag*. Before reading, have her look at the cover and read the title. Ask her what she thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who is playing tag?
- Who gets tagged first?
- Where does the rat hide?
- How does Cat find the rat?

Have your child place her finger on the arrow. As she follows the path with her finger, have her read each word she encounters until she reaches the star.

→ rag the sad can yam gag and

add

Pam tap he no fan wag had

tag

pad ham bag am nag fad



As your child reads these words, note any trouble spots. If she has difficulty with words with the same ending sounds, it's a good idea to repeat that lesson before moving forward.

To begin this unit, watch the Unit 3 introduction on the DVD. This will walk you and your child through the sounds and words that he will be learning in this unit.

Lesson 7:



a



b

ab

Lesson 8:



i



g

ig

The unit introductions and lessons on the DVD provide great review when you're in between lessons.

Watch Lesson 7 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.

**a****b****ab**

→ **cab** **tab** **dab** **gab**

→ **lab** **jab**

This is the last lesson with the **a** sound. Using what he's learned so far, your child should be able to read words like *gas*, *pal*, *tax*, *yak*, and *pass*. Have him give them a try.

Starting at each number, have your child read the words going across from left to right.

1

gab tab lab cab dab jab tab gab

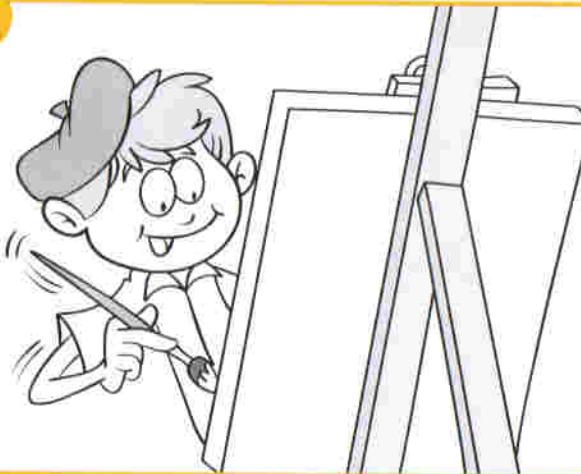
2

lag and dam dab the tag ram cab

3

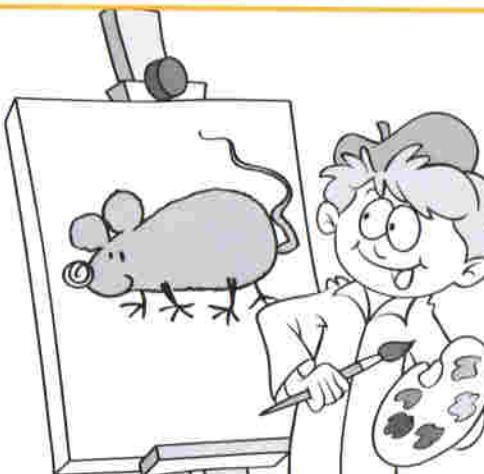
no mad rap jab van cat a lab

1



Dab, dab, dab.

2



A rat!

3



Jab, jab, jab.

4



A bat!



5



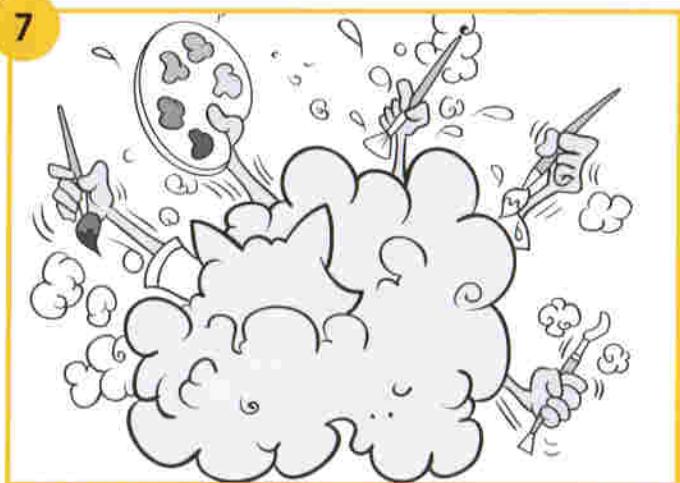
Jab, jab, jab.

6



Dab, dab, dab.

7



Jab! Dab! Pat! Zap! Tap!

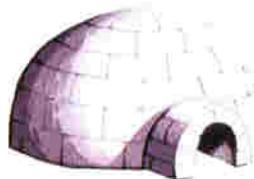
8



A cat!

Lesson 8: -ig

Watch Lesson 8 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



i



g

ig

→ big fig pig wig

→ dig rig

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have her read the word written on that color.

has

is

on

Practice

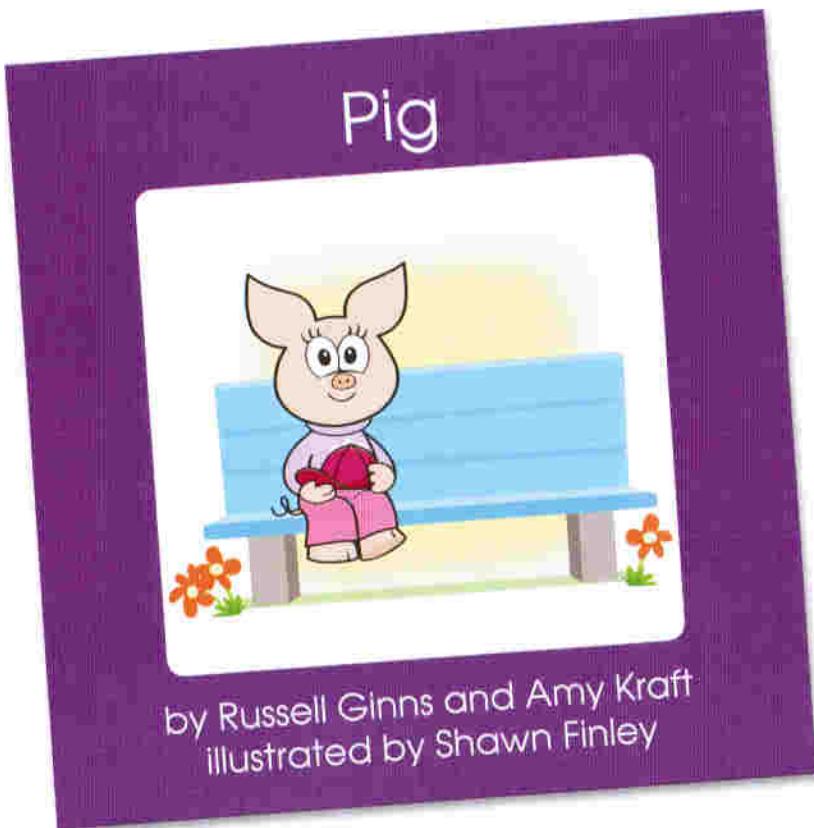
Starting at each number, have your child read the words going across from left to right.

1 pig wig on dig has fig big is

2 rig gab has cab had pig map pat

3 on wig sad bam is big tab dig

Your child is ready for her next book, *Pig*. Before reading, have her look at the cover and read the title. Ask her what she thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Where is Pig?
- What happens to Pig's cap?
- How does Cat make Pig feel better?
- How would you decorate Pig's new hat?

Congratulations! This is the halfway point of this workbook.
Be sure to tell your child how well she's doing!

Have your child place her finger on the arrow. As she follows the path with her finger, have her read each word she encounters until she reaches the star.

→ cab dig on jab sag fad rig

has

dab tab fig and jam wig gab

big

lab is man at pig yam



Remember, if your child is getting stuck on particular ending sounds, it might be a good idea to repeat that lesson.

To begin this unit, watch the Unit 4 introduction on the DVD. This will walk you and your child through the sounds and words that he will be learning in this unit.

Lesson 9:



i



d

id

Lesson 10:



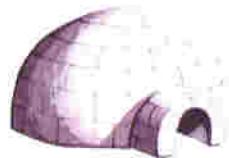
i



t

it

Watch Lesson 9 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



i



d

id

→ hid bid kid did

→ lid rid Sid

Starting at each number, have your child read the words going across from left to right.

1

kid Sid bid hid rid did lid kid

2

on fig lab did pig is cap rid

3

dig bid has lid wig the fan hid

1



Ann.

2



A kid.

3



The kid has a van.

4



Ann hid the van.



5



Ann has a map.

6



Dig, kid! Dig!

7



The kid did.

8



The van! The van!

Watch Lesson 10 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



i



t

it



it fit bit hit kit



lit pit sit wit mitt

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have her read the word written on that color.

she

what

this

Practice

Starting at each number, have your child read the words going across from left to right.

1 lit wit bit what pit she fit it

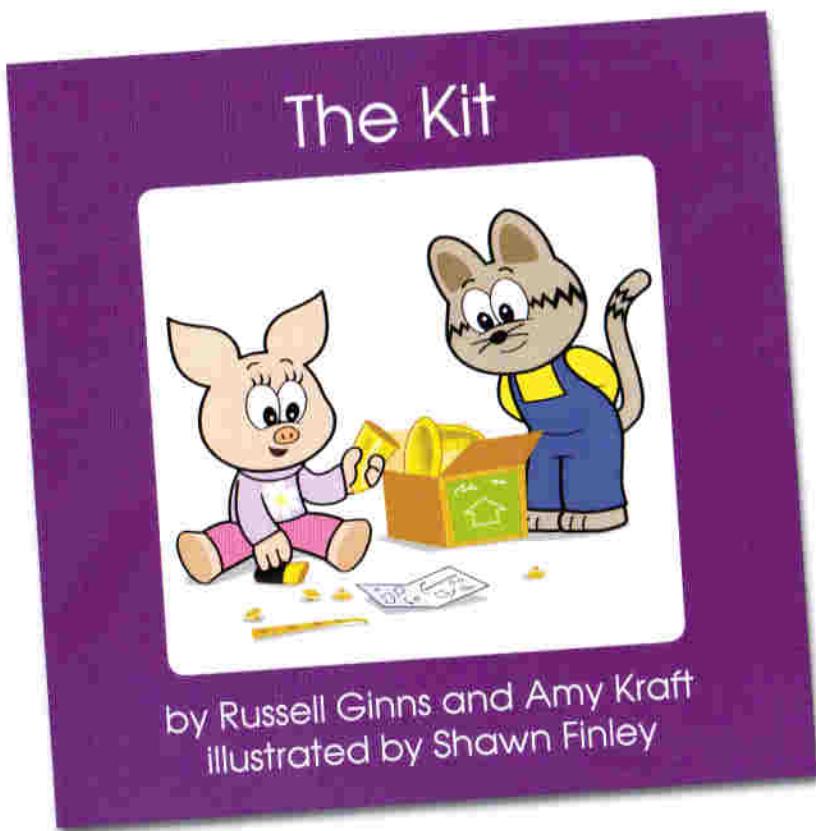
2 mitt kit this hit sit rid big pit

3 it has dig wit hid what lit lid

The Kit

Read

Your child is ready for her next book, *The Kit*. Before reading, have her look at the cover and read the title. Ask her what she thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Who is this story about?
- What does Pig make with her kit?
- Did you guess what Pig was going to make?
- What kind of kit would you like to have?

Don't forget to celebrate with a sticker. Positive reinforcement is an important part of learning to read.

Have your child place her finger on the arrow. As she follows the path with her finger, have her read each word she encounters until she reaches the star.

→ sit hid what pit pan fig bid

hit

this it has did fit rid she lit

Sid

pig tab bit kit wit kid



To begin this unit, watch the Unit 5 introduction on the DVD. This will walk you and your child through the sounds and words that he will be learning in this unit.

Lesson II:



i



p

ip

Lesson I2:



i



m

im

Lesson I3:



i



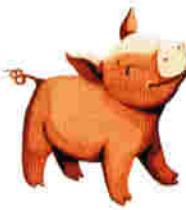
n

in

Watch Lesson 11 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



i



p

ip

→ sip dip hip lip rip

→ tip zip yip

Starting at each number, have your child read the words going across from left to right.

1

hip tip sip yip dip lip zip rip

2

sit lid dig tip this zip gab what

3

she lip hip rap dig rip hid sip

1



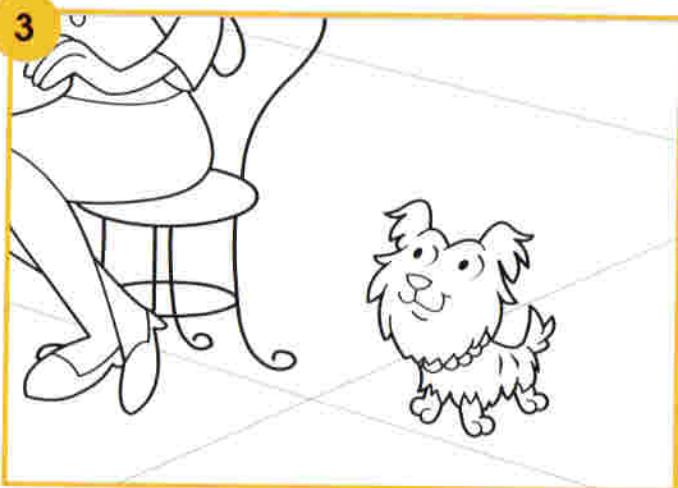
This is Kit.

2



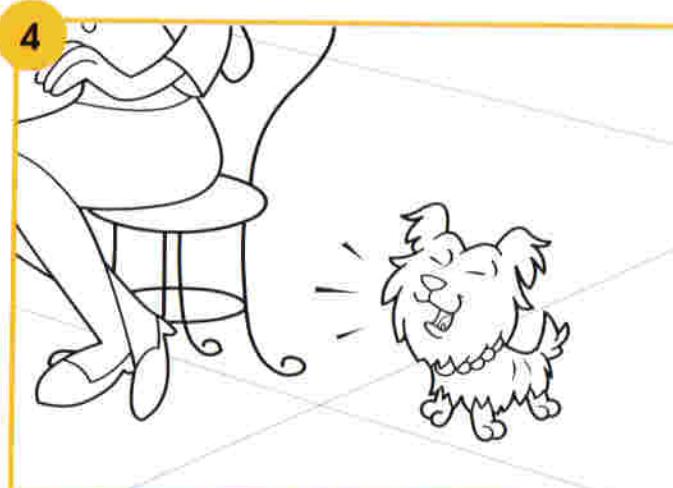
Kit can sit.

3



This is Pip.

4



Pip can yip.



5



Kit can sip.

6



Yip, yip, yip!

7



Sit, Pip!

8



Sip, sip, sip.

Watch Lesson 12 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



i



m

im

→ him dim Jim Kim

→ rim Tim

Starting at each number, have your child read the words going across from left to right.

1

dim Tim him Kim Jim rim him dim

2

zip pit has lap rim can rid tip

3

Tim rag sip Dan Kim wit fig what

Tim, Kim, and Jim

1



Tim and Kim.

2



Jim is a big fan.

3



Tim can pass.

4



Kim can nab it.

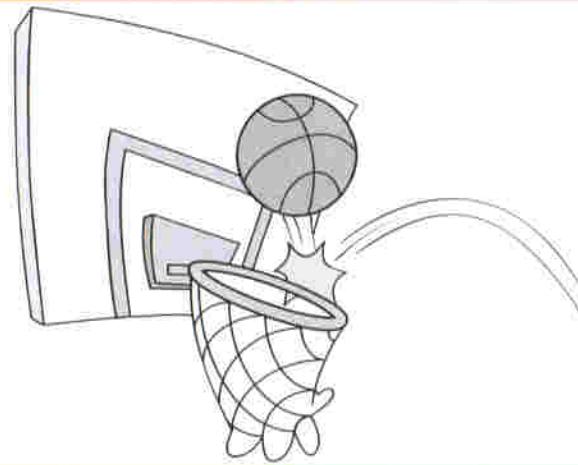


5



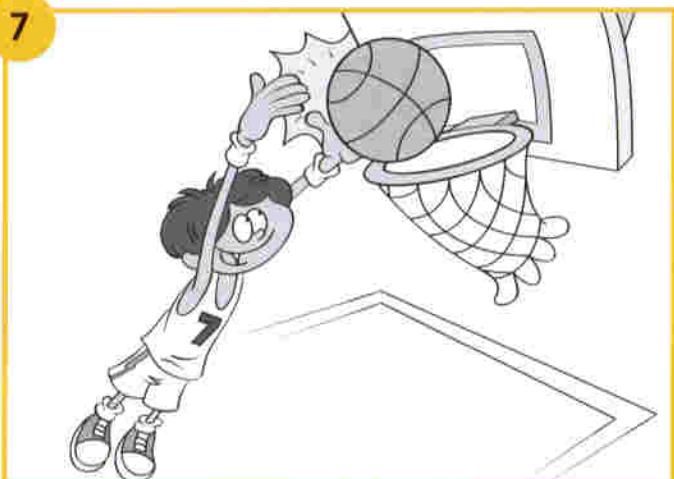
She has it.

6



It hit the rim.

7



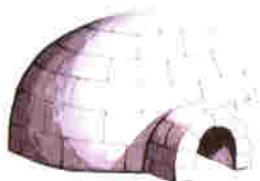
Tim can tap it!

8



Tim and Kim did it!

Watch Lesson 13 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



i



n

in



in

pin

bin

fin



tin

win

inn

The words *in* and *inn* sound the same but look different. Explain to your child that *in* is the opposite of *out*, and an *inn* is a small hotel.

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have him read the word written on that color.

they

go

Your child knows how to read a lot of different words at this point.
Have him find words he can read when you're out on the go.

Practice

Starting at each number, have your child read the words going across from left to right.

1

fin go bin inn pin they in win

2

tin him lip pin hid go fin nag

3

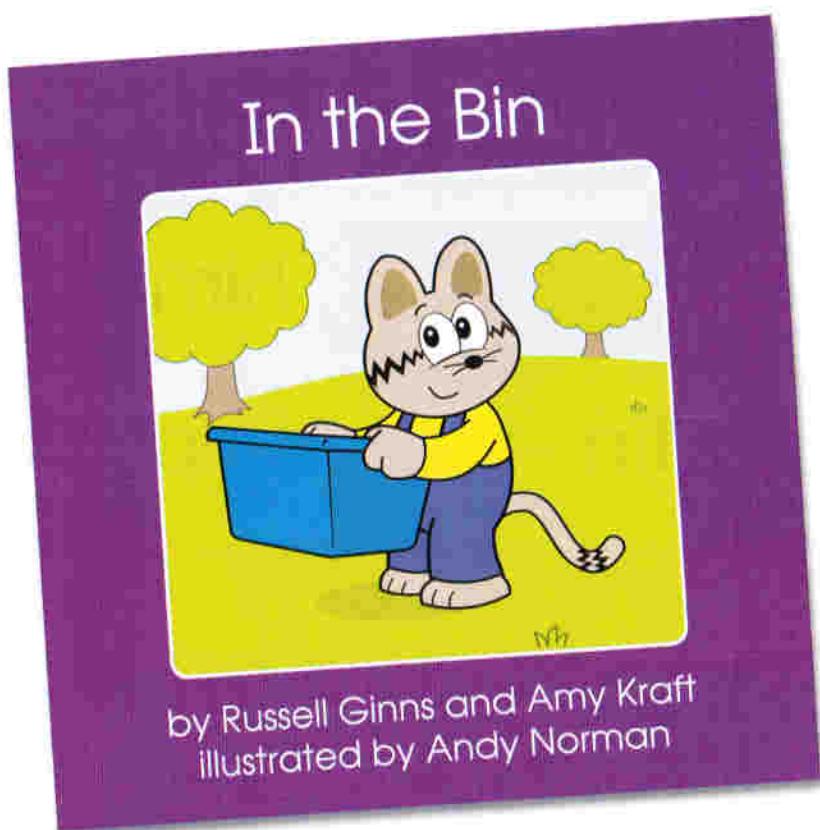
they pin win fit Tim sip ham mat

In the Bin

Read



Your child is ready for his next book, *In the Bin*. Before reading, have him look at the cover and read the title. Ask him what he thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- Where are Cat and Pig?
- Why are they at the park?
- Why are Cat and Pig happy at the end of the book?
- What do you do to help clean up?

Have your child place his finger on the arrow. As he follows the path with his finger, have him read each word he encounters until he reaches the star.

→ go fin rim tip they big lab

him

sit in bit rid dim tin what rip

tag

hid Jim win sip inn Kim



To begin this unit, watch the Unit 6 introduction on the DVD. This will walk you and your child through the sounds and words that she will be learning in this unit.

Lesson 14:



i

x

ix

Lesson 15:



i

ii

ill

Lesson 16:



hat



s



hats

Watch Lesson 14 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



i

x

ix

→ mix

six

fix

nix

Starting at each number, have your child read the words going across from left to right.

1

fix nix mix six nix mix fix six

2

bin six go dim yip they pit fix

3

rag they hat an lid nix fin mix

1



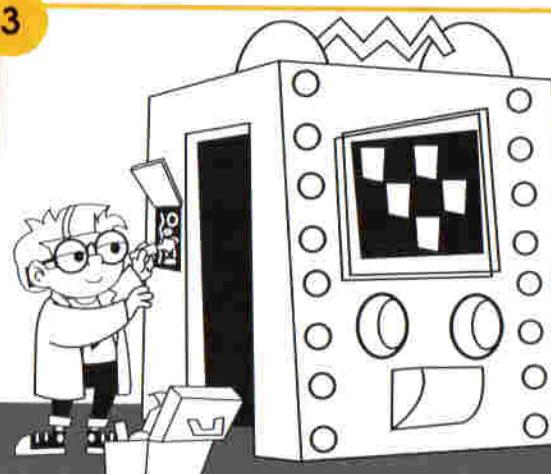
This is Bix.

2



Bix is in the lab.

3



Bix can fix it.

4

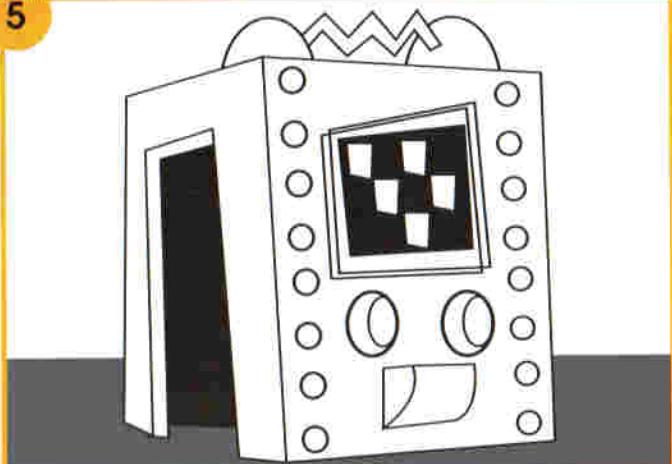


Bix can mix it.

Bix isn't one of the lesson words. See if your child can figure it out using her knowledge of the letter sounds.

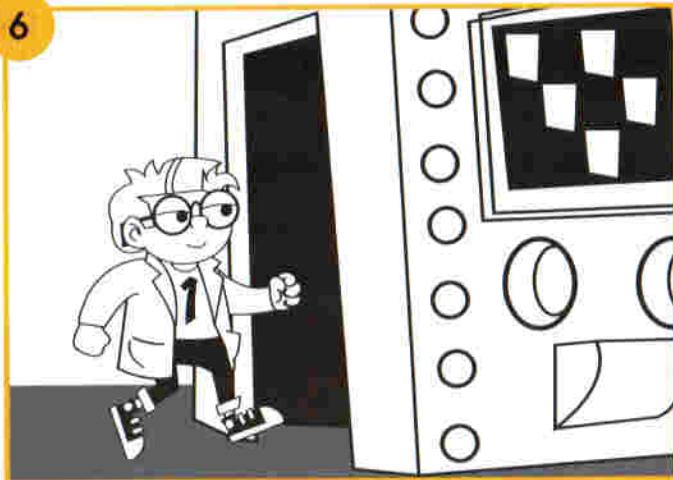


5



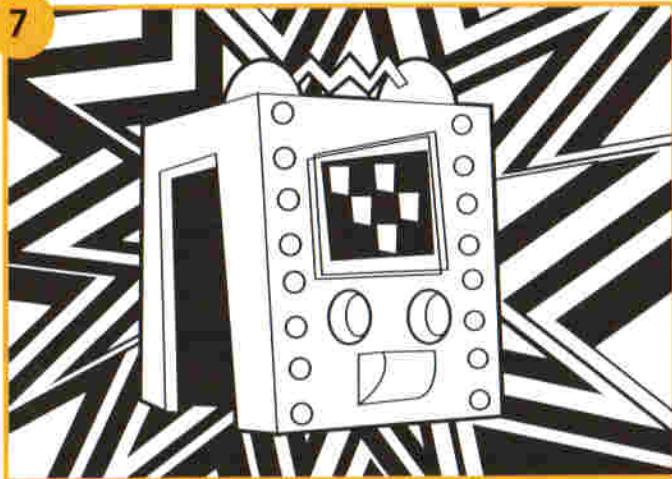
What is this?

6



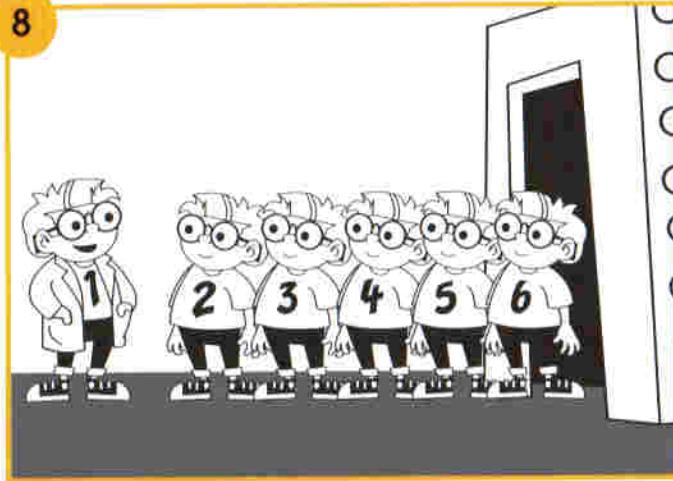
Bix can go in.

7



Zap!

8



It is the Bix Six!

Watch Lesson 15 on the DVD. Then return here. Have your child use his finger as a guide, stopping at each word while he says the word out loud. Have him repeat this a few times until he's ready to move on.



i



ll

ill



ill

fill

sill

mill

bill

dill



gill

hill

Jill

will

kill

pill

If there is any confusion with ll, remind your child that two l's side by side make the same sound, as if there is only one l.

Starting at each number, have your child read the words going across from left to right.

1

bill fill pill kill dill sill ill hill

2

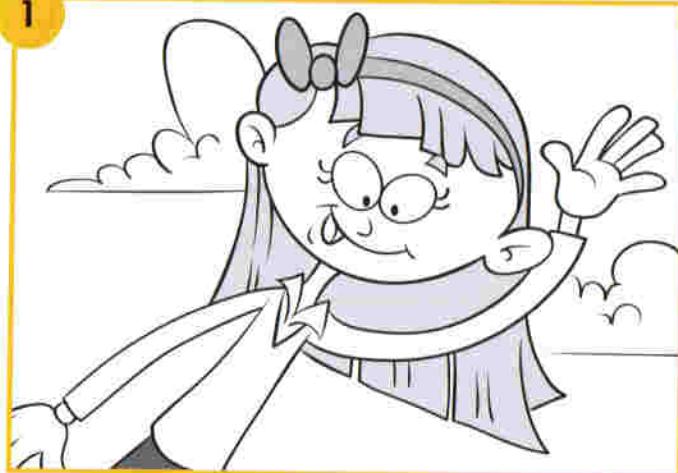
Jill will mill gill mix win nix kill

3

rig jab hill go six he ran ill

This is the last lesson with the **i** sound. Using what he's learned so far, your child should be able to read words like *rib*, *miss*, *if*, and *fizz*. Have him give them a try.

1



Jill.

2



Will.

3



Jill and Will, on the hill.

4



Jill sits on the hill.



5



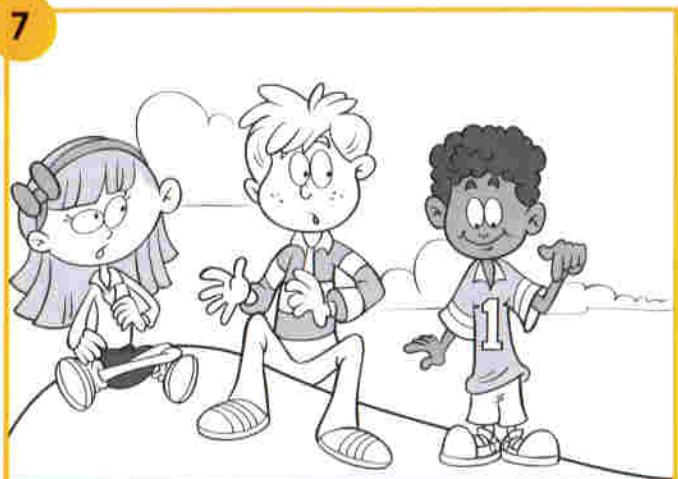
Will sits on the hill.

6



Tap, tap, tap.

7



It is not a hill.

8



It is Bill.

Watch Lesson 16 on the DVD. Then return here. Have your child use her finger as a guide, stopping at each word while she says the word out loud. Have her repeat this a few times until she's ready to move on.



hat



s



hats

→ hats s fans s taps s jams s bags s jabs s

→ pigs s kids s fits s tips s wins s fills s

Adding *s* can make a word mean more than one of something, like when *hat* becomes *hats*. It can also mean what someone else does, as in “I hit the ball, and she hits the ball.”

Helper Words

Learn

Have your child point to and read each word. Then call out a color and have her read the word written on that color.

have

do

look

To get more helper word practice, use index cards to make flash cards of all the helper words in this workbook. Create pairs of cards to play helper word memory match.

Practice

Starting at each number, have your child read the words going across from left to right.

1

jams pigs wins do bags fans look kids

2

fills taps jabs have fits tips hats gill

3

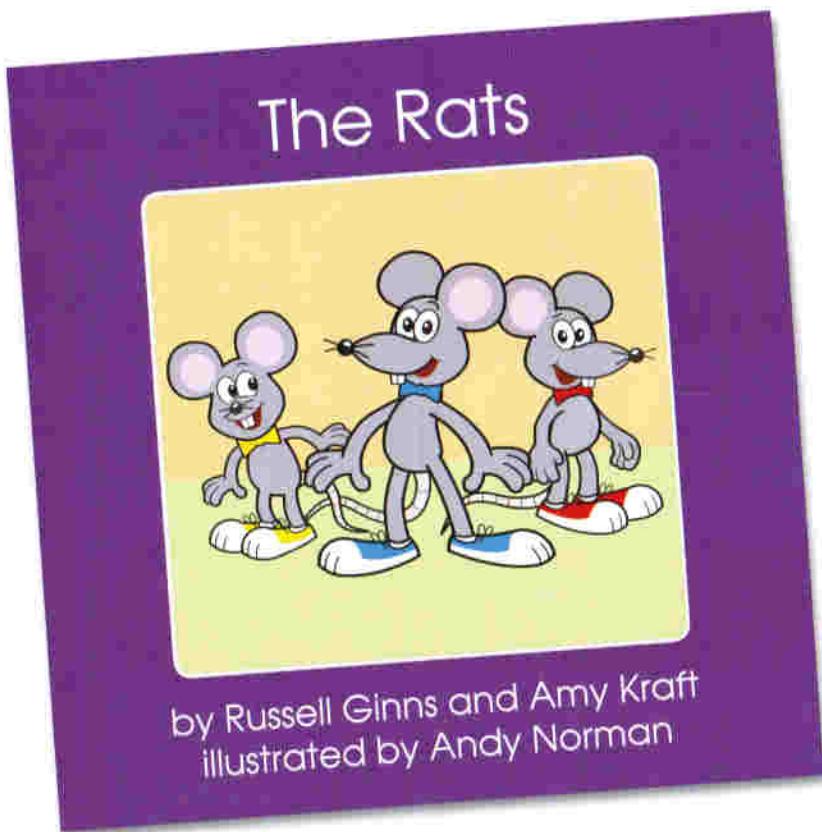
fix did bags van hill zap kid pigs

The Rats

Read



Your child is ready for her next book, *The Rats*. Before reading, have her look at the cover and read the title. Ask her what she thinks the book might be about. After reading, use these questions to discuss the book.



Discussion Questions

- How are the rats alike?
- How are they different?
- What do the rats do in this book?
- What else do you think they might be able to do?

Have your child place her finger on the arrow. As she follows the path with her finger, have her read each word she encounters until she reaches the star.

→ will fans mix taps have six wins

hats

hill in pill look jams fix kids

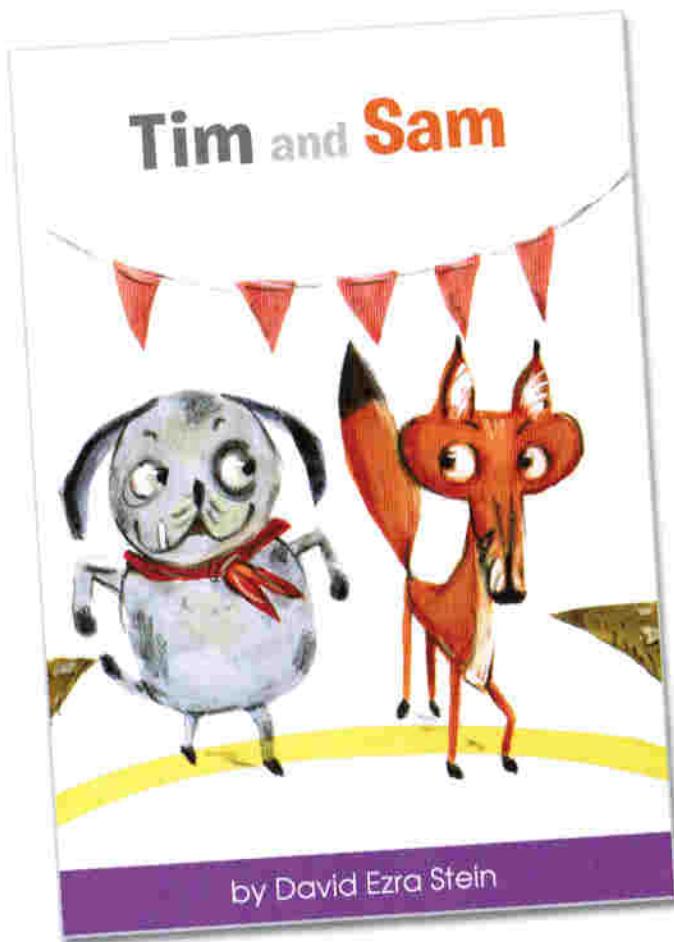
bags

do sill nix fills tips ill pigs





Your child is ready to read the last book in Kindergarten Level 1, *Tim and Sam*, by award-winning author and illustrator David Ezra Stein. *Tim and Sam* is written with the words your child has learned in this level, plus a couple of challenge words thrown in, such as *who*, *race*, and *bog*. Let your child try to figure these out, but don't be afraid to help him.



Discussion Questions

- What is this story about?
- What happens to the van that Tim is driving?
- Why can Sam keep passing Tim?
- Who wins the race? Was it who you expected? Why or why not?



Congratulations

(name)

has completed **Hooked on Phonics® Learn to Read**
Kindergarten Level 1.

You are now ready to move on to Kindergarten Level 2.

